

# A Study on Instructional Discourse in English Class from the Perspective of Non Intuitive Metaphors

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**Abstract:** As the organizers, evaluators, controllers, facilitators, participants, and English resource providers of the English class, English teachers have a significant impact on the following three aspects, they are the progress of the class, the learning outcomes of students, and the overall teaching outcomes. The class is the main place for the interaction between the teachers and students, and also the first platform for English teachers to fully demonstrate their teaching abilities. As an inevitable and extremely important discourse in the task-based teaching model, class instructional discourse has become a research object for many scholars on how to use this type of English teacher's class discourse reasonably and correctly. This article analyzes the class instructional discourse of English teachers from a metaphorical perspective, exploring the situational teaching of teachers, the use of metaphorical words in class instructional discourse, and the changes in student positioning based on the metaphorical perspective through three levels: theater metaphor, tour guide metaphor, and positioning metaphor. Analyze the use of non intuitive metaphorical instructional language and propose solutions to help English teachers improve teaching quality.

**Keywords:** metaphor, instructional language, English class

## I. Introduction:

Flanders Ned A observed class speech acts and divided teacher discourse into seven categories: 1) expressing emotions; 2) Praising or encouragement; 3) Accepting or applying the student's ideas; 4) Asking questions; 5) Teaching; 6) Providing guidance or instructions; 7) Criticizing or upholding authority (Flanders, 1970: 55). class instructional discourse is a type of language used by teachers in the class. Instructional discourse helps teachers control class activities, guides students to carry out individual or group cooperative tasks, and plays an important role in the smooth and effective implementation of the class teaching process. In recent years, domestic and foreign research has mainly focused on the concept and connotation, form and function of class discourse, as well as the principles and strategies for effectively implementing class instructional discourse. However, there is a lack of research on teacher class language from a metaphorical perspective. Traditional metaphors present intuitive

ontology and vehicle, as well as indirect metaphorical words. In contrast, non intuitive metaphors imply ontology and vehicle in a certain language or behavior. There are also non intuitive metaphors in English teacher class discourse, which requires English teachers to be aware of their existence and make reasonable and effective use of them.

This article takes the class instructional discourse of three teachers in the 11th High School English Quality Course Competition as the research object. Teacher 1 teaches the "travel" unit in the high school English textbook, with "welcome to Helen's class" as the class theme. Teacher 2 selects textbooks that meet the English level of high school students, with the class theme of "Strangers under the same roof". Teacher 3 uses a trial listening textbook "Mulan" for high school students to teach. By repeatedly watching these three classes and recording the class discourses, deleting other types of class discourse, and organizing and analyzing the class instructions of these three teachers in written form as the corpus for this study. The duration of each class is about 40 minutes, and a complete record of the class instructions given by Teacher 1 has been made. The class instructions produced by Teacher 2 and Teacher 3 in the role play section have been organized.

This article organizes the corpus and analyzes the teacher's class situational teaching from a metaphorical perspective, the metaphorical words used in class instructional discourse, and the purpose of the class teaching process reflected in class instructional discourse.

## **II. Concepts of Metaphor:**

### **2.1 Intuitive metaphors**

Metaphor, as a common rhetorical device, refers to the substitution of one concept for another, and there must be a certain degree of similarity between these two concepts. Lakoff refers to the metaphor as the source metaphor and the ontology as the target metaphor, and the interaction between the two domains is called mapping. Similes are different from metaphors. In analogy, the characteristic of similes is the use of obvious analogy words, such as "like, as, seem," while metaphors do not directly indicate the use of analogy words. For example, "his heart is a desert", "desert" is the source metaphor, and "heart" is the target metaphor, connecting the two and projecting his inner loneliness and helplessness, like a barren and desolate desert.

In 1980, Lakoff&Johnson proposed in "Metaphors on which We Survive" that metaphors also need to be linked to cognition, which formed the theory of conceptual metaphor. Conceptual metaphor includes structural metaphor, directional metaphor, and ontological metaphor (quoted in Lakoff, 1980: 2) .

In fact, the projection of teachers and the class can be reflected in class discourse, but this projection is not clear, but can be further explored and analyzed. The correct and clever use of metaphors is more vivid and profound in terms of expressive effect compared to direct and clear metaphors.

### **2.2 Non intuitive metaphors**

Unlike intuitive metaphors, non intuitive metaphors refer to the implicit reflection of the subject and the vehicle in a certain language or behavior, rather than directly reflecting both of them. Through the organization and

analysis of class instructional discourse used by three teachers in the 11th High School English Quality Course Competition, we can find that there is a non intuitive metaphorical phenomenon in English teacher class discourse. This requires English teachers to be aware of its existence and make reasonable and effective use of it in order to play the role of metaphorical class instructional discourse, enable students to better adapt to the class, and acquire a second language, especially the English more efficiently.

### **III. Instructional discourse analysis**

In English class, in addition to designing teaching tasks, using teaching aids, and arranging the teaching process, the teacher's class discourse is also one of the necessary preparations for the teacher before class. Richard and Nunan defined teacher discourse used in the class as "the language activities that teachers use to organize and engage in teaching in the class (Nunan, 1990: 3)." The earliest definition of class language in second language acquisition was by Lin Ruchang (1996), who believed that class discourse is different from teaching discourse. Traditional English class discourse refers to specific language used to organize various aspects of class teaching, while English teaching discourse includes class discourse. He believes that the language use of teachers in the class plays a decisive role in the success or failure of teaching. In order to improve the level of English teaching, further research on teaching language is necessary. Bai Jiayu (2021) agrees that "teacher language" includes "class discourse" and proposes that class discourse is a specific language used to guide students in completing established teaching tasks, mainly including introductory discourse, concluding discourse, questioning discourse, and evaluation discourse. This article mainly explores the instructional discourse of teachers in the class from the perspective of metaphor.

Searle (1969) reclassified performative speech acts based on Austin's (1962) classification and pointed out that instructional discourse represents the speaker instructing or commanding the listener to do something, causing a change in objective reality to meet the speaker's needs. Mainly including advice, request, invite, ask, urge, demand, command, order, beg, etc. Mou Jinjiang (2007) classified English teaching language into four types based on its pragmatic function: greetings, instructions, questioning, and evaluation. He pointed out that the pragmatic function of class teaching instructions is to initiate, start, or stop students' learning behavior, organize and maintain class teaching activities.

This study focuses on the class instructional discourse used by three teachers in the 11th High School English Quality Course Competition. The class instructional discourse used by Teacher 1 and the class instructional discourse produced by Teacher 2 and Teacher 3 in the role play stage are classified into the following two categories. Table 1 divides English teacher class instructional discourse into command, prompt, request, and suggestion types based on their language functions (quoted in Huang Pingping, 2011: 27) ; Table 2 divides instructional language into two forms based on its speech act characteristics: direct instructional language and indirect instructional language (quoted in Ou Guangan, Chang Yingli, 2020: 73-79.). Direct instructional language includes imperative sentences and abbreviated sentence structures, while indirect instructional language includes modal verbs+subjects, declarative sentences, interrogative sentences, and declarative sentences+additional

interrogative clause structures (quoted in Liao Zena, 2023 :87-88.).

Table 1: Comparative analysis of the use of instructional discourse by English teachers under language function types in class:

Type	Form	Example	Qty
Language function	command	Read our text again.	14
	prompt	Let's ....., remember the title.	4
	request	Can you have a try?	10
	suggest	Let's look at this picture.	11

Table 2: Comparative analysis of the number of usage of class instructional discourse by English teachers under different types of speech act characteristics:

Type	Form	Structure	Qty
Speech Act Characteristics	Direct	Imperative	14
		Abbreviated	2
	Indirect	Could/Would you...?	10
		Declarative	6
		Interrogative	9
		Statement + Additional Questions	7

From the data in the above tables, it can be seen that in English teaching classes, these three teachers use more indirect metaphorical instructions than direct metaphorical instructions. This phenomenon may be due to the fact that for both lower and higher grade students, regardless of their high or low acceptance ability in learning a second language, indirect metaphorical instructions are easier to understand, and easy to respond faster, making it easier to produce greater learning outcomes (Yongbing Liu, Huaqing Hong, 2009: 1-13.). In addition, if English teachers want their instructions to be as concise and clear as possible, while allowing students to have a correct understanding of these simple instructions, teachers can also use their own pronunciation, intonation, and even body language and facial expressions to explain their instructions, or use pauses and stresses to emphasize the key points and the content which their students need to remember. Besides, English teachers can also make appropriate changes to the structure of instructional discourse in the class. Changing the form of instructional language can help students not be slack in the teacher's monotonous class discourse, thereby improving their attention. This kind of instructional discourse is beneficial for students to understand and participate in class

activities (Guo Xiujuan, 2016: 131-132+142.).

Secondly, we can also observe from the tables that both the prompt and suggestion forms in Table 1 contain "let's". Teachers using "let's" in instructional discourse can express that the task referred to in the instructional is completed by cooperation between English teachers and students, which is beneficial for English teachers to play the roles of task organizers and learning collaborators in the class, and can also weaken the authority of teachers, give equal status to students and teachers, pay attention to student subjectivity in the teaching process, and stimulate students' enthusiasm for participating in class activities.

Thirdly, from Table 2, we can see that among the three English teachers, the sentence structure "Can/Could you...?" is used the most in indirect form, where "can" represents a person's ability. The teacher uses both "can" and indirect interrogative sentences, not expressing questioning the student's ability, but rather trusting and affirming the student's ability and providing implicit encouragement. Besides, the teacher chooses to combine and use "would" and indirect interrogative sentences, which weakens the extent of command in the instructional discourse to a certain extent and can also have an encouraging effect on students in the class, reducing their fear and their lack of confidence. The two common modal verbs "can" and "would" mentioned above, as long as English teachers use them simply in class instructional discourse, can actually play a role in respecting students and bringing teacher-student relationships closer (quoted in Mou Jinjiang, 2007: 59-63.).

From this, it can be seen that the instructional discourse of teachers not only plays an important role in the cognitive aspects of students, but also plays an inevitable and important role in their emotional aspects (quoted in Lu Qiuyun, Wang Jian, 2015: 14.) .

#### **IV. Metaphor analysis in teacher's class instructional discourse**

In order to help students better understand and produce knowledge, the instructional discourse used by English teachers in the class often contains non intuitive metaphors. This section will analyze the three non-intuitive metaphorical phenomena of theater metaphor, tour guide metaphor, and positioning metaphor in English teacher's instructional discourse of English class from the following three aspects of English class, English teachers, and students.

##### **4.1 Theater metaphor**

Role playing is a common and important teaching activity in English teaching. In role-playing activities, according to the teaching content, teachers can directly arrange roles in the context for students, or allow students to choose their favorite roles to play, allowing them to unleash their imagination, shape different character images, and give vivid life to the characters in the text. This can stimulate students' interest in learning and stimulate the atmosphere of class learning. In this activity, the teacher actually plays the role of a director, while the entire class is more like a theater.

##### **4.1.1 Scene setting**

In the first half of the class with the theme of teaching "Strangers under the same roof", Teacher 3 introduces the tense relationship between children and parents in the family. Then, Teacher 3 presents Tom and Mom on the

screen. Tom sits in front of the computer, with Tom's mother behind him holding an exam paper that failed. At this point, Teacher 3 gives the following instructions to the students:

Teacher 3: "I'd like to divide you into two parts, okay? Now the first part, you are Tom, the son. Please pay attention, you are Tom, you are mom, let's work in group of 4. Share your ideas. Let's work together to solve our problem. "

This scene is close to the actual life of students, allowing them to practice and consolidate knowledge in role-playing activities of English class, so that they can also flexibly and freely apply this knowledge in their future lives.

#### **4.1.2 Roles assignment**

The same instruction from Teacher 3: "I'd like to divide you into two parts, okay? Now the first part, you are Tom, the son. Please attention, you are Tom, you are mom, let's work in group of 4. Share your ideas. Let's work together to solve our problem. "

The teacher made this instruction with the intention of encouraging students to speak based on their own experience and play different roles to present the possible dialogue between Tom and Mom. In the step of role assignment, the metaphor "The teacher is a director" is implied, that is what we said "non intuitive metaphor". The "director" needs to assign roles to each student or let them choose the role they want to play, which means that the teacher needs to take care of each student. At this time, individual or group play can be used to involve students in the activity, so that their own value can be seen and recognized (Zhao Xuxiang, 2023: 30-33.).

In English class teaching, English teachers need to recognize the non-intuitive metaphor of "The teacher is a director", handle the class instructional discourse used in role-playing activities well, set up scenarios that are suitable for and close to the students' actual lives, assign roles well, improve students' participation in class activities, and enhance their sense of self-worth realization.

#### **4.2 Tour guide metaphor**

In English classes, teachers need to adopt appropriate instructional discourse to promote the smooth progress of the teaching process. Teachers should understand that the class teaching process is a systematic and continuous process, rather than intermittent or illogical and disorganized one. Therefore, it is necessary for English teachers to use a series of "guidance language with the style of tour guide" as their class instructional discourse to guide students in class learning. The following will analyze the class instructional discourse of English teachers from the perspective of non intuitive metaphor, further exploring the implicit teaching discourse usage methods and their meanings.

Teacher 1, in order to help students understand and master the meaning and use of phrases related to "like", displays two pictures on the screen and gives the following instructions:

"Let's look at this picture."

"Now let's have a look at it."

At this point, the teacher adopted a multi-modal teaching method to promote students' learning and mastery of

new knowledge. The "look at" and "have a look" in the example sentence indicate that Teacher 1 intends to concentrate students' attention. During the learning process, it is inevitable that some students may shift their attention to areas unrelated to class learning due to subjective or objective factors, Just like when a tour guide explains the history of a certain scenic spot and the requirements for visiting the place, he will discover that some tourists are shifting their attentions to the surrounding novel buildings and fascinating scenery, so it is necessary for the teacher to skillfully use appropriate instructional discourse to allow students to concentrate their visual or auditory learning content in the class.

During the journey, the tour guide often guides tourists to switch tourist attractions, and Teacher 1 also uses the command language "And then, please..." to guide students to switch class activities and tasks.

Teacher 3 plays a short clip from the animated movie "Mulan" to the students, then presents the complete dialogue on the screen and gives the following instructions:

"Find your partners to act this dialogue out So do it quickly, I will give you just half a minute to practice, okay?"

Before visiting a scenic spot or engaging in an activity, the tour guide should convey clear action time to each tourist to control the travel process. In this instruction, "half a minute" also clearly convey the message of time limits, requiring students to complete tasks with their peers as soon as possible within the specified time, while also ensuring smooth progress in this and other aspects of the class (Qiu Yingying, Wang Shaohua, 2015: 127-131.).

In addition, just like the leading tour guide in a tour group designating a travel location, English teachers often use the word "locale" in instructional discourses to narrow down the scope and allow students to locate key information in the article (quoted in Yan Mingming, 2019: 222-224). The above instructions imply the non-intuitive metaphor of "The teacher is a guide", where the teacher is the target domain and the tour guide is the source domain.

### **4.3 Positioning Metaphors**

In English classes, English teachers play different roles, including class organizers, evaluators, controllers, facilitators, participants, and resource providers. English teachers play an extremely important role in class progress, student learning outcomes, and overall teaching outcomes (Harmer, 1983: 201) . In English classes, students are both passive recipients of knowledge and active participants in class activities, thus establishing their own learning models and showing their talents. Students also have different roles in the class, just like English teachers, including learners, collaborators, problem solvers, and communication participants. In this section, we will analyze the positioning of students from a non-intuitive metaphorical perspective, mainly studying the three positioning of learners, collaborators, and problem solvers, and exploring the use of instructional discourses by English teachers in the class.

#### **4.3.1 Learners**

Teacher 1 teaches the "travel" unit in an English textbook of high school level, with the class theme of "welcome to Helen's class". In the class, Teacher 1 sorted out the content of the article and presented the verb phrases "feel like" and "look like" used in the article in the question. Then, on the screen, the teacher showed the students with

the pictures of "burning clouds" and "little girl in the swimming pool", and made the following instructions:

"Let's practice by using 'like' to make sentences, you describe the pictures."

Before the end of the class, based on the students' learning of grammar and discourse structure in the discourse, Teacher 1 gives the following instructions to the students:

"Challenge yourself to write your own travel journal like Wangkun. After writing you can share your travel journal with your partner, ask him for advice and scores, are you clear?"

Teacher 1 adopts the suggestion form of instructional language in the language function type and the direct form (imperative sentence) in the speech act feature type in the class: "Let's do something." This form of instructional discourse can not only convey advice to students, but also imply encouragement from the teacher to students. Students actively participate in class learning, listen carefully to the teacher's explanations, and learn new knowledge. At this time, the teacher gives instructions to practice new knowledge, guiding students to complete the tasks required by the teacher and further consolidating the new knowledge. Before the end of the class, Teacher 1 chose to use the command form of instructional discourse in the language function type, as well as the direct form (imperative sentence) in the speech act feature type: "Do something." The aim is to guide students to read the text, allowing them to see the language features in the article and learn to imitate it in their writing. The above instructional discourses reflects the role of students as learners in the class. In this process, students are the target domain and learners are the source domain, implying the non-intuitive metaphor of "The Student is a learner". In addition to the above two instructional discourses to guide students in learning, as an English teacher, it is important to understand that new knowledge should not be limited to textbooks. Therefore, extracurricular search instructions can also be made, requiring and encouraging students to search for articles on the same topic in extracurricular resources, and to analyze and learn on their own. This can cultivate students' thirst for knowledge and curiosity, enabling them to actively broaden their horizons and enrich their language knowledge.

#### **4.3.2 Collaborators**

After explaining the meaning and usage of "feel like" and "look like", Teacher 1 gave the following instructions to the students:

"Now, class is time for you to challenge yourself, can you describe these pictures in your own words, let's talk in group of four We just have one or two minutes to describe the three pictures, please."

Teacher 1 clearly conveyed the content of the task, the form of task execution, and the time limit of the task to the students in the instructional discourse, and organized them to complete the task through group discussion, that is, cooperation. Through communication and interaction with peers, students can better understand and master new knowledge. At the same time, in the process of collaborating with peers, students can also exercise their self-expression ability, be brave enough to provide their own suggestions, make the relationship between classmates closer, and reflect the spirit of teamwork. In this process, the student serves as the target domain and the collaborator as the source domain, implying the non-intuitive metaphor of "The Student is a collaborator".

### **4.3.3 Problem solvers**

Teacher 2 selects textbooks that meet the English proficiency level of grade 2 in senior high school, and the class theme is "Strangers under the same roof". After studying the reading materials, Teacher 2 asked the students "What's the author's attitude to parent-child tension?" and gave the following instructions:

"Can you use some information from the text to support your idea?"

Teacher 1 made the following instructions to students before the end of the class:

"Read our text again, make sure you understand it. You can ask your teacher or me, okay?"

Teacher 2 adopts the request form of instructional discourse in the language function type and the indirect form in the speech act feature type (questioning sentences guided by modal verbs: Could/Would you...?). This instruction aims to enable students to grasp the author's attitude and solve the teacher's questions by reading the entire text and searching for details after learning the article. The instructions from Teacher 1 aim to check the student's understanding and encourage them to seek help from the teacher if they do not understand completely. When students have questions, asking the teacher is also solving the problem, which is another form of problem-solving. Teachers should help students cultivate innovative and critical thinking, encourage students to actively participate in class activities, complete class tasks, and also encourage students to be brave enough to ask questions and learn to use resources such as classmates and teachers to solve their own problems. In this process, students are the target domain and problem solvers are the source domain, implying the non-intuitive metaphor of "The student is a problem solver".

## **V. The usage problems and solutions of non-intuitive metaphorical instructional language**

In the above chapter on metaphor analysis in teacher class instructional discourse, the "tour guide metaphor" has been discussed, pointing out the non-intuitive metaphor of "The teacher is a guide", where the teacher is the target domain and the tour guide is the source domain. However, with the development and progress of the times, we have discovered some problems in the English class process. Traditional education often adopts a "teacher centered" or "teacher led" teaching strategy and concept, just like tour guides play a leading role in tour groups. This has led to a decrease in student participation and initiative in class, further seriously affecting their knowledge output and ability cultivation after class. This section will locate and analyze the metaphorical perspective of "traditional tour guide" instructions used by teachers in English classes, and explore teaching principles that can stimulate students' class initiative. Starting from the two principles of focusing on students' knowledge acquisition, turning to ability cultivation, providing students with autonomy, and promoting deep learning, we will find a "new type of tour guide" instruction that conforms to the "student-centered" approach, and guide English teachers to carry out teaching practice activities.

### **5.1 The shift from emphasizing the cultivation of students' knowledge acquisition to ability development**

Teacher 1: "Let's practice by using 'like' to make sentences, you describe the pictures." The above class instruction given by Teacher 1 aims to help students learn how to use phrases related to "like" by looking at pictures and making sentences. Apart from this task, no other instructions were given, and other tasks were proposed to consolidate and expand the knowledge. Teacher 1 focuses more on the knowledge itself, that is, the acquisition of knowledge by students, while neglecting the cultivation of their abilities. The National Medium - and Long Term Education Reform and Development Outline Plan of China clearly states: "Adhering to the principle of putting people first and promoting quality education is the strategic theme of educational reform and development, and is a requirement of the times to implement the Party's educational policy. Its core is to solve the major problems of what kind of people to cultivate and how to cultivate them, with a focus on serving all students, promoting their comprehensive development, and focusing on improving students' sense of social responsibility to serve the country and the people, innovative spirit of exploration, and practical ability to solve problems." NCREL also emphasized the urgency and importance of cultivating and establishing "innovative thinking ability, efficient work ability, effective communication ability, and basic literacy in the digital age". Based on this, teachers need to always remember that students' learning goals are not just about acquiring knowledge, but more importantly, cultivating their learning abilities. With the progress of the times and the development of the Internet, acquiring new knowledge is not a difficult task for students. Therefore, teachers should pay more attention to cultivating students' abilities, Such as knowledge expansion ability, critical analysis ability, and collaborative ability. Thus, Teacher 1 is suggested to try to made instructions such as "Let's think about and share with us other words with 'like'", "Can you tell us the other meanings and usage of 'like'?", "Discuss in groups of four", etc. as well, to guide students to carry out more diverse class learning activities to achieve the cultivation of the above abilities.

### **5.2 The key of providing student autonomy and promoting deep learning**

Teacher 1: "Let's practice by using 'like' to make sentences, you describe the pictures."

During the teaching process, Teacher 1 presented new knowledge to students: "feel like" and "so... that..." directly, and used the above example sentence to give instructions, requiring students to use new knowledge to make sentences, without allowing students to find these new knowledge through reading and learning the text themselves. Therefore, Teacher 1 did not make sufficient use of the text, or it can be said that students did not have close contact with the article. The English teacher is suggested to try to use "Try to find which new words and sentence structures in the article..." Let's practice by using 'like' to make sentences, you describe the pictures." or other such instructions to provide their students with valuable opportunities to interact with articles through instructional discourse, in order to achieve the correct teaching philosophy of "student-centered".

"We saw that we are there and traveling." This sentence should not be presented directly by Teacher 1, but Teacher 1 should be required to use instructional discourse like: "Can you tell us your feeling or what do you feel like while reading?" to guide students to provide feedback on their feelings, this also follows the principle of "setting scenes that is close to students' actual lives" proposed in the "Theater metaphor", linking new knowledge

with old knowledge experiences. Students are more likely to form a set of cognitive structures in their minds that are not entirely new, in order to attract their attention, stimulate their interest, promote their active participation in class activities, and more effectively utilize new knowledge.

In fact, the above potential problems also reflect the need for teachers to clarify the positioning of students in the class teaching process, positioning students more as "active learners" rather than "passive learners". In this way, students' output will be conscious and of high quality.

## **VI. Conclusion**

Teachers are the leading force in education, the implementers of educational activities, and the disseminators of knowledge. class instructional discourse is a necessary language used by teachers to organize and implement teaching activities in the class. Teachers can use metaphorical class instructional discourse, such as theater metaphor, tour guide metaphor, and positioning metaphor, to master the art of using metaphorical class instructional discourse and promote the development of teaching activities. When using class instructional discourse from a non intuitive metaphorical perspective, English teachers must remember the student-centered teaching philosophy and principles, shift from focusing on student knowledge acquisition to developing abilities, providing student autonomy, promoting deep learning, and updating the "tour guide metaphor" instructional discourse in a timely manner. Teachers should use non intuitive metaphors to see the different roles of students in the class and avoid the "teacher centered" teaching form, optimize teacher class discourse, optimize class instructional discourse, promote the development of teaching practice activities, promote student output, and thus achieve the goal of improving teaching quality. In intuitive discourse metaphors, such as "time", people attach specific concepts to it, that is, "money" for people to entertain, save, or waste. Thus, words containing intuitive metaphors such as "You are wasting my time", "Please Cherish the time", "Our time can create more things than you think" can be derived. The metaphorical representation of language in teacher's instructional language in English classes complements the interactive context in the class. This metaphorical feature not only makes class discourse easy for students to understand, but also stimulates their cognitive background and ability. Through metaphorical thinking, new metaphorical expressions are generated, which reflects and cultivates their communicative abilities in the process of class interaction. Therefore, based on the research of many scholars on the intuitive discourse metaphors used by teachers in English classes, English teachers can use the research theory of non-intuitive metaphors to combine the two and practice them in the class. The practical results will also be the development direction of subsequent research. The corpus of this study is not yet extensive and sufficient. In order to comprehensively analyze the role and existing problems of teacher class instructional discourse from a non-intuitive metaphorical perspective, and to propose more convincing improvement suggestions, it is necessary to continue to enrich the corpus and deepen the research in practice.

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